



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
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	Number of Pages	19

1.	Course Title	Sport-related injuries I
2.	Course Number	1801713
3.	Credit Hours (Theory, Practical)	3 (2,1)
	Contact Hours (Theory, Practical)	5 (2,3)
4.	Prerequisites/Corequisites	-----
5.	Program Title	MSc. In Athletic Therapy
6.	Program Code	1807
7.	School/Center	The University of Jordan
8.	Academic Department	School of Rehabilitation Sciences
9.	Course Level	Physiotherapy
10.	Year of Study/Semester	Graduate/ first year
11.	Program Degree	2025-2026/ 1st term
12.	Other Departments involved in Teaching the course	None
13.	Main Teaching Instruction	English
14.	Learning Types	<input type="checkbox"/> Face to Face <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully Online
15.	Online Platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
16.	Issuing Date	Oct. – 2025
17.	Revision Date	Oct. – 2025

18. Course Coordinator

Name: Dr. Lara Al-Khlaifat	Contact hours: Sun. & Tue. 12-1
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**19. Other Instructors**

Name: Dr. Somaya Abujaber	Contact hours:
Office number:	Phone number: 5355000 Ext.
Email: s.abujaber@ju.edu.jo	Team account: 1UJ2025_SPORT - RELATED INJURIES II Section 1

20. Course Description

This course will focus on the most common sport-related injuries that may affect the lower extremity including hip, knee, and ankle joints along with muscular injuries and tendinopathies. This course will include evaluation of the conditions and implementation of appropriate rehabilitation programs. Emphasis will be placed on enhancing decision making skills and integrating manual therapy skills within the treatment plan for the patients.

21. Program Learning Outcomes**Program Learning Outcomes Descriptors (PLOD)**

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
1. Discuss the theoretical aspects of athletic therapy and rehabilitation frameworks to apply them professionally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply evidence-based practices and international athletic therapy standards.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apply and evaluate the best practices for the care of athletic injuries across a spectrum of health conditions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Analyze, evaluate, and develop a comprehensive plan to protect athletes against injuries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Adhere to the ethical and professional considerations and best practices in athletic therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Build the ability to work and communicate effectively within a multidisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



7. Develop higher-order, critical, and creative thinking skills in analyzing problems and investigating issues related to athletic therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Criticize and evaluate theoretical and applied research to utilize high-quality research findings in athletic therapy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Adhere to the ethical and professional considerations in research and best practices in athletic therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Choose only one descriptor for each PLO; either knowledge, or skills, or competencies.

Use online resources to determine evidence based management approaches for injuries of the lower limb

22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

1. CLO 1 Interpret the biomechanics and pathomechanics of the lower extremity to understand injury mechanisms and guide treatment strategies. (K)
2. CLO 2 Demonstrate proficiency in applying evidence-based assessment and management techniques for sport-related injuries affecting the lower extremity to optimize patient outcomes. (S)
3. CLO 3 Utilize advanced clinical reasoning skills to assess and develop effective evidence-based management plans for sport-related injuries of the lower extremity. (C)
4. CLO 4 Design an appropriate rehabilitation programs tailored to sport-related injuries to promote optimal recovery and return to activity. (C)

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

CLO Number	Knowledge		Skills				Competencies
	Remember	Understand	Apply	Analyze	Evaluate	Create	
CLO 1		X					
CLO 2			X				
CLO 3							X
CLO 4							X



23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

PLO* CLO	1	2	3	4	5	6	7	**Descriptors		
1.	X							A		
2.		X							B	
3.							X			C
4.				X						C

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)

23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended)	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Introducti on: The Athletic Trainer as a Health Care Provider + Mechanis ms and Characteri stics of Musculos keletal and Nerve Trauma (self- studying)	1	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap.1& 2
	Lab	-----		-----	-----	-----	-----	
2	2.1	Examinati on process/ Off-the- field	2- 3	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 12 Ref 2 Chap. 1& 4



Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended/ Online)	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
		injury evaluation						Ref 1 Chap. 9&13
	Lab	Functional screening tests		-----	-----	Synchrono us	Theoretic al and practical exams	
3	3.1	Examinati on and Managem ent of acute conditions - On-the- field examinati on	3-5	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 2 Chap. 2
	Lab	Assessme nt of posture			-----	Synchrono us	Theoretic al and practical exams	Ref. 2 Chap. 6
4	4.1	Examinati on of foot and Toe Pathologie s	3-4	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 18 Ref. 2 Chap. 8
	Lab	Assessme nt of gait			-----	Synchrono us	Theoretic al and practical exams	Ref. 2 Chap. 7
5	5.1	Region- Specific Pathologie	2-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and	Ref. 1 Chap. 18



Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended/	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
		s and Selective tissue tests					practical exams	Ref. 2 Chap. 8
	Lab	Assessme nt of foot and toes- biomecha nical examinati on			-----	Synchrono us	Theoretic al and practical exams	
6	6.1	Rehabilita tion of foot injuries	3-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 18, 19 Ref. 2 Chap. 8, 9
	Lab	Assessme nt of foot and toes (continue d) + Assessme nt of leg and ankle			-----	Synchrono us	Theoretic al and practical exams	
7	7.1	On field examinati on and prevention of foot injuries	2-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 19 Ref. 2 Chap. 9
	Lab	Foot mobilizati on and exercises + Case studies			-----	Synchrono us	Theoretic al and practical exams	



Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended/	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
8	8.1	Ankle and Leg Pathologie s	2-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 19 Ref. 1 Chap. 8
	Lab	Wrapping and tapping				Synchrono us		
9	9.1	Midterm exam theory	1-6	Blended	Microso ft Teams	Synchrono us	Theoretic al and practical exams	Ref. 1 Chap. 19 Ref. 2 Chap. 9
	Lab	-----			----	-----	Theoretic al and practical exams	
10	10.1	Knee injuries	2-4	-----	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref 1 Chap. 20 Ref 2 Chap. 10 & 11
	Lab	Assessme nt of knee injuries Midterm video submissio n		-----	----	Synchrono us	Theoretic al and practical exams	



Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended/	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
11	11.1	Patellar conditions	2-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref 1 Chap. 20 Ref 2 Chap. 10 & 11
	Lab	Assessme nt of patellofem oral injuries			-----	Synchrono us	Theoretic al and practical exams	
12	12.1	On-field examinati on and managem ent + Preventio n and principles of rehabilitat ion of knee injuries Project submissio n	3-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref 1 Chap. 20 Ref 2 Chap. 10 & 11
	Lab	Managem ent of knee and PF injuries Evidence- based articles + case studies			-----	Synchrono us	Theoretic al and practical exams	



Week	Lecture	Topic	ILO/s Linked to the Topic	Learnin g Types (Face to Face/ Blended)	Platform Used	Synchrono us / Asynchron ous Lecturing	Evaluation Methods	Learning Resources
13	13.1	Thigh, hip, and groin injuries	2-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	Ref. 1 Chap. 21 Ref. 2 Chap. 10,
	Lab	Assessme nt and managem ent of hip and groin			----	Synchrono us	Theoretic al and practical exams	
14	14.1	Pelvic conditions Preventio n and rehabilitat ion On-field assessmen t and managem ent	2-6 1-6	Blended	Microso ft Teams	Asynchron ous	Theoretic al and practical exams	
	Lab	Final practical exam	1,2,3,4		Microso ft Teams	Synchrono us	Theoretic al and practical exams	---

25. Evaluation Methods:

Course Evaluation Plan								
Evaluation Activity	Mark*	Course Learning Outcomes						Columns can be added by the number of outcomes
		1	2	3	4			
First Exam (mid exam)	30%	X	X	X	X			
Second Exam	--							
Final Exam	25%	X	X	X	X			



Classwork									
Evaluation of Semester work	Projects\Reports (Details in Appendix 1) Deadline week 12 (24/12/2025)	20%	X	X	X	X			
	Research\Worksheets								
	Fieldwork visits								
	Midterm videos recording (Details in Appendix 2) Deadline week 10 (10/12/2025)	10%	X	X	X	X			
	Final practical exam (Assessment criteria in Appendix 3)	15%	X	X	X	X			
	Portfolio								
	Presentations								
	Simulation/Modeling								
	Discussion								
	Quizzes								
	Exercises								
	Interviews								
	Conferences								
	Any other evaluation activities approved by the faculty committee								
Total Marks (100%)		100%							

* According to the instructions for granting a bachelor's degree

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**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.

26. Course Requirements

For the theoretical part, you will need access to a display device (computer, laptop, tablet or your mobile phone), internet connection and access to the e-learning system and Microsoft Teams. Please ensure to check the e-learning website at least one day before the lecture or the lab.

Before each lab you will be informed of the equipment you should bring with you, this will include one or more of the following:

- A tape measure (each student should have one)
- A goniometer (each student should have one)
- Reflex hammer

As a reference for lab materials, videos of the instructor (Lara Al-Khlaifat) on examination techniques related to the course have been uploaded on a Youtube channel (Lara Al-Khlaifat).



Your dress code is light loose clothing that allows for free movement such as training suits or scrubs. Males and females will be separated during practical application so make sure that you are dressed properly according the area to be discussed.

27. Course Policy

A- Attendance policies:

- Students are expected to be on time.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Online classes will be recorded and uploaded on Microsoft Teams. It is the student's responsibility to review the material of classes they missed.
- Attendance will be taken on every class throughout the semester.
- Absence of more than 15% of all the number of face-to-face classes (which is equivalent to 3 classes) requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted, the student is required to withdraw from the course.
- If the excuse was rejected, the student will not be allowed to sit for the final exam according to the regulations of The University of Jordan.

B- Absences from exams and submitting assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted in the regulations of the University of Jordan (e.g., documented medical, personal, or family emergency).
- It is the student's responsibility to contact the instructor within 24 hours of the original exam time to schedule a make-up exam.
- Late submission of assignments will result in deduction of 2 points for each day of delay.
- Makeup for the final exam may be arranged according to the regulations of The University of Jordan.

C- Health and safety procedures:

- This course is offered using blended learning method.

D- Honesty policy regarding cheating, plagiarism, and misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, or another student work) will be considered plagiarism and the student/group will get a zero grade on that homework. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- All submitted work will be checked for the use of Artificial Intelligence resources. Usage of such resources should not exceed the percentage set in the homework guidelines.
- Students are expected to do work required for homework on their own. Asking other instructors at the University, staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if she/he has any



difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.

- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

- Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams.
- All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

- The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Deanship of Students Affairs to learn more about those services.
- If you are a student with a disability for which you may request accommodations, please notify the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. Also, notify the staff of Services for Student with Disabilities (Deanship of Students Affairs) as soon as possible.
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28. References

Required book(s), assigned reading and audio-visuals:

- 1- Prentice W. E (2020) Principles of Athletic Training A Guide to Evidence-Based Clinical Practice. 17th ed. McGraw-Hill Education, New York
- 2- Starkey C, Brown S D, (2023) Examination of orthopedic and athletic injuries. 5th ed. F. A. Davis Company, Philadelphia
- 3- Giangarra C.E., Manske R.C. (2017) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition

B- Recommended books, materials, and media:

- 4- Magee D. (2020) Orthopaedic physical assessment. 7th edition, Saunders Elsevier
- 5- Kinser C., Colby LA., and Borstad J (2022) Therapeutic Exercises Foundations and Techniques. 8th edition, F.A. Davis Company

Peer-reviewed journals

29. Additional Information

Students with disabilities:



- If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have.
- According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the University administration. Please discuss with the course coordinator your need for such extra time at the start of the term.
- All information you provide to the course coordinator will be dealt with confidentially.

Course material and copy rights:

- All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning.
- Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content.

All references and material related to the course will be uploaded on Moodle website

(<https://elearning.ju.edu.jo/>)

Name of the Instructor or the Course Coordinator:	Signature:	Date:
.....Lara Al-Khlaifat.....LK.....	...8/10/2025...
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
.....
Name of the Head of Department	Signature:	Date:
... Mayis AldughmiMD.....
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
..... Dr. Lara Al-Khlaifat	... LK.....	...2/11/2025.....
Name of the Dean or the Director	Signature:	Date:
...Dr. Lara Al-Khlaifat.....	... LK.....	...2/11/2025.....



Appendix 1: Project description and assessment criteria

Project description (2000 words)

- 1- Choose one sport related injury in the lower extremity from the following list (Please inform me of your choice before you start working on the project)
 - Anterior Cruciate Ligament
 - Tarsal tunnel syndrome
 - Meniscal tears
 - Iliotibial band friction syndrome
 - Medial Collateral Ligament
 - Patellofemoral disorders
 - Quadriceps contusion
 - Athletic pubalgia
 - Snapping hip syndrome
 - Ankle sprain
- 2- Explain what happens in the injury you have chosen including the mechanism of injury, structures involved (impairments), functional limitations, and in which sports is it common (evidence based)
- 3- What would you focus on in your assessment of athletes with the chosen injury?
 - Explain your choices - clinical reasoning (example the condition causes pain and this will be assessed using VAS)
 - Write down your assessment methods in details
 - Provide evidence for **two** assessment methods you have chosen and **summarize them briefly** (write down your Database search and keywords)
- 4- How would you manage this injury in athletes?
 - Show your clinical reasoning skills



- Provide evidence based practice for **two** management techniques

5- How would you determine the appropriate time to return to play with this injury? (3 marks)

Make sure to include the references in text and in the reference list in Vancouver style

Format: Time New Roman, font size 12, double spaced

Rubric (30% then converted to 20%)

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)	Very poor (0 points)
Explanation of the chosen injury	Complete explanation of the chosen injury including all required information	Good explanation of the chosen injury including most of the required information	Good explanation of the chosen injury with many missing information	Poor explanation of the chosen injury with many missing information	The chosen injury is not explained correctly ignoring the required information
Clinical reasoning (assessment methods)	The student shows outstanding clinical reasoning skills in the planning of all of his/her assessment plan in athletes	The student shows average clinical reasoning skills in the planning of most of his/her assessment plan in athletes	The student shows clinical reasoning skills in the planning of some parts of his/her assessment plan in athletes	The student shows poor clinical reasoning skills in the planning of his/her assessment plan in athletes	The student lacks clinical reasoning skills in the planning of his/her assessment plan in athletes
Clinical reasoning (management techniques)	The student shows outstanding clinical reasoning skills in the	The student shows average clinical reasoning skills in the	The student shows clinical reasoning skills in the planning of some	The student shows poor clinical reasoning skills in the planning of	The student lacks clinical reasoning skills in the planning



	planning of all of his/her management plan in athletes	planning of most of his/her management plan in athletes	parts of his/her management plan in athletes	his/her management plan in athletes	of his/her management plan in athletes
Evidence-based assessment	The student demonstrates excellent research skills (using proper keywords and databases), and a complete and detailed summary of two assessment methods to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary with enough information of two assessment methods to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary of two assessment methods with few missing information to inform decision making	The student demonstrates poor research skills (using improper keywords and databases) and a summary of one or two assessment methods with many missing information to inform decision making	The student does not demonstrate any research skills and a poor summary is provided
Evidence-based management	The student demonstrates excellent research skills (using proper keywords and databases), and a complete and detailed summary of two management options to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary of two management options with enough information to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary of two management options with few missing information to inform decision making	The student demonstrates poor research skills (using improper keywords and databases) and a summary of one or two management options with many missing information to inform decision making	The student does not demonstrate any research skills and a poor summary is provided



Return to play criteria	Clear understanding of the return to play criteria for the chosen injury	Good understanding of the return to play criteria for the chosen injury with minimal gaps in knowledge	Average understanding of the return to play criteria for the chosen injury with few gaps in knowledge	Poor understanding of the return to play criteria for the chosen injury with many gaps in knowledge	Does not understand the requirements for the return to play for the chosen injury
Referencing (3 marks)	All references are correctly cited in text and in the reference list (3)	Most references are correctly cited in text and in the reference list (2)	Many references are incorrectly cited in text and in the reference list (1)	Wrong references and referencing style (0)	
Word count and formatting (3 marks)	The student followed all recommended guidelines (3)	The student followed most of the recommended guidelines (2)	The student followed few of the recommended guidelines (1)	The student did not follow the recommended word count or (0)	

All projects will be checked for plagiarism; marks will be deducted from your grade based on the % of plagiarism as follows:

Up to 20% → acceptable

20-30% → 2 grades

30-40% → 4 grades

Above 40% → 8-10 grades



Appendix 2: Midterm videos assessment criteria (10%)

You are requested to video record **two functional assessment tools**. The video should include the aim for using this tool, your instructions to the athlete on how to perform the test and any feedback required to perform it correctly. Also, a scoring sheet of the recoded functional assessment tools should be submitted demonstrating the condition of your athlete.

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)	(0)
Content and accuracy of information presented	The student showed excellent application of the functional assessment tool with clear instruction and feedback	The student showed good application of the functional assessment tool with minimal mistakes and provided enough instruction and feedback	The student showed average application of the functional assessment tool with many mistakes and provided enough instruction and feedback	The student showed poor application of the functional assessment tool with many mistakes and provided minimal instructions and feedback	The student showed poor application of the functional assessment tool with many mistakes and did not provide correct instructions and feedback	The student applied a different assessment tool than the chosen one or the application was completely wrong
Scoring sheet	The student showed excellent understanding of how the assessment tool is scored and provided a complete and correct scoring sheet based on the video (not only the result) with a reference	The student showed good understanding of how the assessment tool is scored and provided a complete scoring sheet (not only the result) with minimal mistakes based on the video with a reference	The student showed average understanding of how the assessment tool is scored and provided a scoring sheet with few missing information and few mistakes based on the video without a reference	The student showed poor understanding of how the assessment tool is scored and provided a scoring sheet with many mistakes based on the video with/without a reference	The student showed poor understanding of how the assessment tool is scored and provided a wrongly scored sheet based on the video	The student recorded a wrong video / or did not provide a scoring sheet for the assigned test



Appendix 3: Practical assessment criteria

	Marks
Q1: Correct Hypothesis - Without guidance 1 mark - With Guidance 0.5 mark	/1
Q1: Correct special test - Without guidance 1 mark - With Guidance 0.5 mark	/1
Q1: Correct performance - Without guidance 1 mark - With Guidance 0.5 mark	/1
Q1: Correct results - Without guidance 1 mark - With Guidance 0.5 mark	/1
Q2: Correct application of the requested assessment - Correct application and reasoning without guidance 4 marks - Suboptimal performance and reasoning without guidance 3 marks - Suboptimal performance and reasoning with limited guidance 2 mark - Suboptimal performance and reasoning with extensive guidance 1 mark - Limited performance and reasoning with extensive guidance 0.5 - Wrong application 0 marks	/4
Q3: Correct application of requested technique - Correct application and reasoning without guidance 4 marks - Suboptimal performance and reasoning without guidance 3 marks - Suboptimal performance and reasoning with limited guidance 2 mark - Suboptimal performance and reasoning with extensive guidance 1 mark - Limited performance and reasoning with extensive guidance 0.5 - Wrong application 0 marks	/4
Q 4: Correct application of requested technique - Correct performance and reasoning without guidance 3 marks - Suboptimal performance and reasoning without guidance 2 marks - Suboptimal performance and reasoning with minor mistakes and limited guidance 1 marks - Many mistakes in performance and reasoning with extensive guidance 0.5 marks - Does not know 0 marks	/3
Total	/15